

The Principal's Guide to the Quality Review 2011-2012

Division of Academics, Performance and Support

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Introduction to the Quality Review

In the 2011-2012 school year, the Department of Education continues to focus on building instructional and organizational coherence and strengthening rigor as levers for school improvement. To that end, the Quality Review evaluates curriculum, pedagogy, assessment and data, professional collaboration, and school structures to ensure that schools look at each of these five areas as a way to improve the instructional core of their school. The Quality Review remains an opportunity for a school community to reflect on its school improvement planning processes, and self-evaluate how well, and how systematically, its educators collaboratively use data to drive instructional decisions in service of students. The 2011-12 Quality Review:

- Deepens the work of improving the instructional core across classrooms
- Incorporates language and expectations connected to the Citywide Instructional Expectations of integration of Common Core Learning Tasks and the use of a research-based framework for frequent cycles of teacher feedback.
- Continues to focus on teacher teams engagement with collaborative inquiry and how teacher teams are using student work to inform tasks and pedagogy
- Clarifies language and expectations that were problematic in 2010-2011

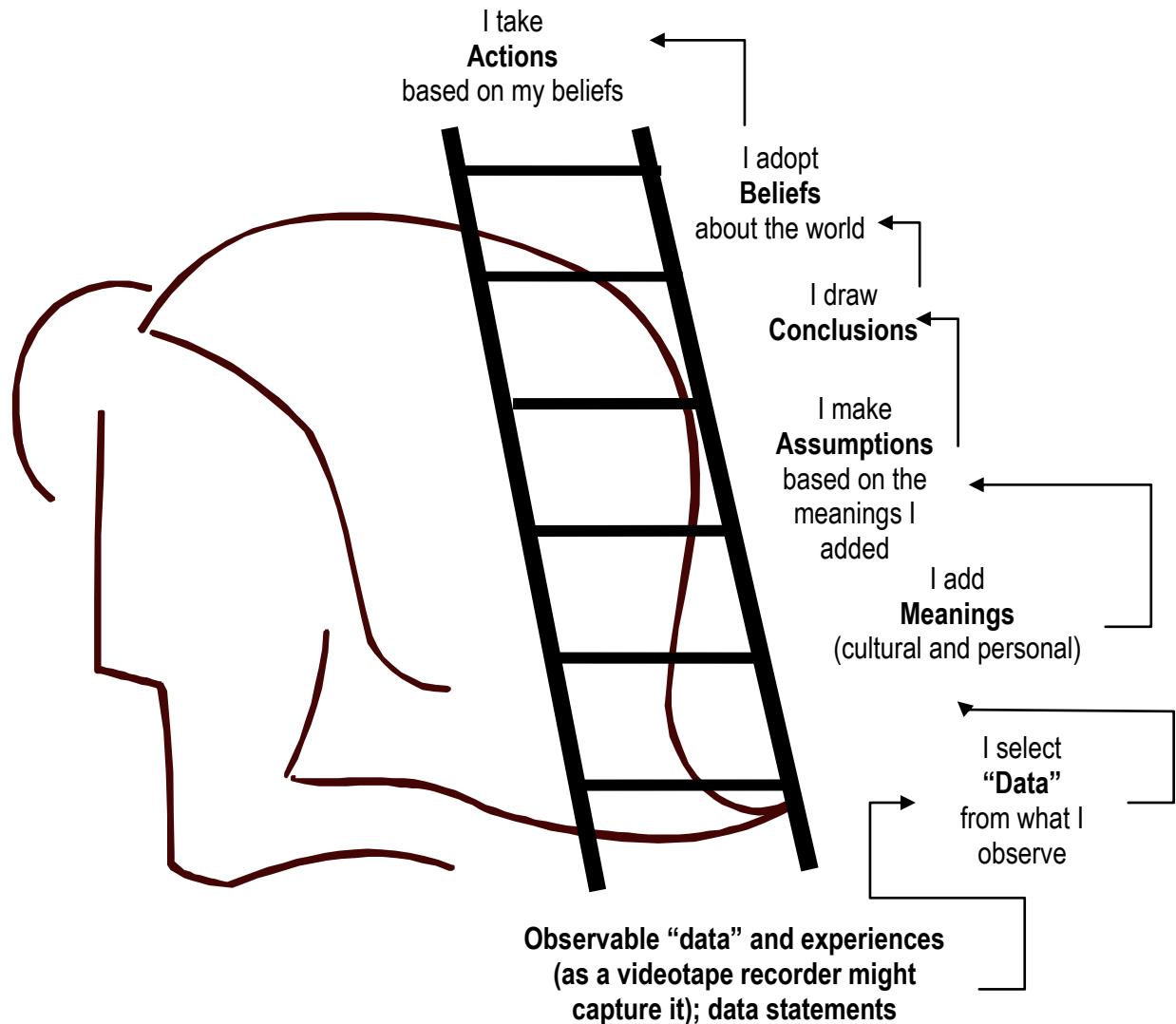
Quality Review Inter-rater Reliability

Last year the Division of Performance and Accountability (DPA) invested in collaboratively training all Reviewers and Network Leaders in the QR rubric. In a purposeful effort to increase inter-rater reliability of the Quality Review, trainings for Reviewers occurred on a monthly basis and included Network Leaders three times over the course of the school year. This year, trainings for reviewers will occur every other month and participants will continue to use the QR rubric to collectively score school artifacts and reflect on our scoring standards with regard to the language in the rubric. All of our work emphasizes the collection of evidence in the form of “data statements” or “low-inference observations”. In the book *Instructional Rounds*, Richard Elmore and his colleagues assert that description must come before analysis, analysis before prediction, and prediction before evaluation. The diagram on the following page, of the Ladder of Inference, has been shared with all Reviewers and Network Leaders. In order for there to be agreement on the evaluation of a school (whether across Reviewers or between Reviewer, Principal and Network Leader) there must be an intentional effort to remain low on the ladder of inference when citing the supporting reasons for any judgment.

Quality Review: NEW in 2011-2012

1. Revised Quality Review rubric that integrates Citywide Instructional Expectations
2. Revised Quality Review selection criteria
3. Developing School Quality Review (schools that received a Developing on the 2010-2011 Quality Review and do not fall into any other category in the School Selection Criteria will receive a one day review facilitated by their network)

The Ladder of Inference (Senge, 1994)



Focus on Instructional and Organizational Coherence:

The Quality Review is intended as an examination and evaluation of how all school systems and structures work together to improve student learning. Specifically the focus is on 5 levers of school improvement:

1. What is taught (across classrooms, grades, disciplines)?
2. How is it taught (across classrooms, grades, disciplines)?
3. How does the information feedback loop work (using class-based, periodic, and summative assessment information) for students, teachers, and families?
4. How are teacher teams engaged in collaborative inquiry, looking at student work (e.g. projects, test scores, Periodic Assessment item analysis) in conjunction with teacher work (e.g. curricula, tasks, lessons, unit plans)

5. What structures are in place to enable student learning, and to regularly monitor and revise school, teacher, and team goals, action plans, and resource use?

The Quality Review Team of Reviewers

Reviewers are drawn from a pool of educators including community and high school superintendents, Quality Review Directors, SATIFs, network leaders, instructional leaders in the DOE, and retired educational leaders. Each reviewer has experience as a school leader and a background that equips them for effective school review and evaluation work. All reviewers sign and are committed to a Code of Conduct that guides their work.

Code of Conduct for Reviewers

Reviewers are expected to adhere to a Code of Conduct during the review process. Principals should contact the Quality Review staff if they feel the Code of Conduct has not been followed.

As a reviewer, I agree to:

- prepare thoroughly for site visits
- communicate clearly with the school ahead of time to set site visit schedules and reduce anxiety in a timely manner
- work with integrity, treating everyone with courtesy and respect
- do all I can to minimize stress, not over-observe staff or demand unreasonable amounts of paperwork or time
- undertake training and development as required
- act with the best interests and well-being of students and staff
- evaluate objectively and impartially
- consistently share emerging issues with principals and other members of the school during site visits
- report honestly and fairly, ensuring that my assessments and judgments accurately and reliably reflect what the school does
- accept and comply with the monitoring and quality assurance policy
- respect the confidentiality of information
- submit all report drafts in a timely manner taking into account constructive feedback suggested from readers
- communicate clearly, frankly and sensitively in order to improve practice and further development.

Print Name

Signature

Date

Note: If a school believes that this code has not been adhered to during a review, the matter should be discussed with the Senior Director for School Quality or one of the Directors for School Quality.

Quality Review School Selection Criteria

Formal Quality Reviews

Schools that meet at least one of the following criteria will have a formal Quality Review during the 2011-12 school year:

- 2010-11 Quality Review of Underdeveloped
- 2010-11 Progress Report of F, D, or third C in a row (08-09, 09-10, and 10-11)
- Schools in the 10th percentile or below of the Progress Report scores
- Schools in their 3rd year of existence (that did not have a formal Quality Review in 2010-11)
- Schools identified as Persistently Lowest Achieving (PLA) by New York State Education Department (NYSED)
- All schools that have not had a review since 2007-08 (that do not qualify for a peer review)
- A portion of schools chosen from a lottery, within districts, that have not had a review since 2008-09 (and that do not qualify for a peer review); those schools in the lottery that do not receive a review this year will receive one in 2012-13

QR-JITs

Schools identified by the NYSED as PLA and subject to a Joint Intervention Team (JIT) review are required to undergo a collaborative, NYSED/NYCDOE, QR-JIT Review. The QR-JIT will follow both City and State guidelines, and the alignment of these processes will limit the number of days of disruption to the school community.

Other Notes:

- Schools that meet one or more of the criteria on the above list and have an Interim Acting (IA) Principal will be reviewed only after the IA Principal has been in place for six (6) months of the school year.
- Schools that have (or will have) two Progress Reports, and qualify for a QR as a result of one of the Progress Reports, will have a Quality Review for the whole school.
- Schools that are adding grades (e.g., a growing 6-12 secondary school without grades 11 and 12) will only have a Quality Review if they meet one or more of the criteria on the above list.

Alternative Quality Reviews

Developing Quality Reviews (DQR)

Schools that received a Quality Review score of **Developing** in 2010-11, *and do not meet any of the other above criteria for a formal Quality Review* (e.g. F, D, or third C in a row on the Progress Report or JIT/PLA status), will experience a 1-day review from their network team, called a Developing Quality Review (DQR), in 2011-12, and have a formal Quality Review again in 2012-13.

Peer Quality Reviews (PQR)

Schools that fit the following criteria will have the option of undergoing a Peer Quality Review (PQR) in lieu of a formal Quality Review. PQRs will be scheduled by clusters and network teams and conducted with principals trained and, whenever possible, from within the same network. The results will be shared internally in a PQR report, but not posted on the DOE website or used for accountability purposes.

- Schools that opened in 2010-11 have the option of a PQR. If this option is not exercised the school will have a formal Quality Review in 2011-12.

- Schools that have not had a review since 2008-09, and have shown sustained gains, maintaining three consecutive years of “A” Progress Report Grades in 08-09, 09-10, and 10-11, have the option of a PQR. If this option is not exercised the school will remain in the 4-year cycle for a formal Quality Review, during either 2011-12 or 2012-13.

New Schools (NSQR)

Schools opening in the fall of 2011 will have a New School Quality Review (NSQR). As in the past two years, these 1-day reviews will be conducted by the network team. The final report to the school will not be used for school or principal accountability measures and will not be made public, posted on the DOE website, etc. However, it is necessary to have this information available to cluster leaders and on file centrally with the Office of New Schools and the Division of Academics, Performance, and Support for use by future reviewers.

Length of Reviews

The length of reviews will continue to be differentiated by size and type of school:

- Schools with 1,499 students and below receive a 2 day review
- Schools with 1,500 students and above receive a 2.5 day review
- All District 75 schools receive a 2.5 day review
- Schools participating in a Peer Quality Reviews (PQRs) and Developing Quality Reviews (DQR) will be a 1day review for each school
- Schools participating in a New School Quality Review (NSQR) will receive a 1 day (no size designation) to be conducted by cluster/network, and the report not to be published though shared with the Division of Academics, Performance, and Support.

Stages of the Quality Review

Stage 1: Pre-Review Work

Stage 2: School Site Visit

Stage 3: The Quality Review Report

Stage 4: Verification and Appeal Process

Stage 1: Pre-Review Work

The School Self-Evaluation Form (SSEF)

As the principal, you are responsible for emailing your completed SSEF to qualityreview@schools.nyc.gov for assistance. The SSEF is due ten (10) days prior to the review. Please use the following guidelines when completing the SSEF (see Appendix A for a copy of the SSEF):

- Use evaluative language; focus the response on how these practices impact student outcomes and improve teacher practice;
- Include specific references to where evidence of the self-evaluation can be found;
- When possible, use bullet points to list multiple evaluative points;
- Limit the response to 4-5 pages (excluding this cover page);
- Refer to the Quality Statements when possible.

- Work with multiple school constituencies to include different perspectives in the SSEF (We strongly encourage you to include members of the SLT, PTA/PA, partner CBO, student leaders, and others)
- Review the previous Quality Review (A copy of the school's previous Quality Review may be found under the "Statistics" link on the school webpage.)

A highly effective SSEF will:

- Draw on a wide evidence base and take the views of staff, students and parents into account;
- Be honest, reflective and analytical, explaining the basis for actions and the resulting outcomes;
- Be evaluative, using selective examples to support the summary and link cause and effect clearly;
- Explain succinctly how the school has tackled the areas for improvement, what impact these actions have had on teaching, learning and student progress;
- Provide a real picture of your school that allows the reviewer to see evidence and artifacts of the work you have been doing in creating an effective and coherent educational experience for your students and faculty.

Data Provides to Reviewers Prior to the Review

The Division of Academics, Performance, and Support will provide the reviewer with information from the school's Comprehensive Educational Plan (CEP) about demographics and performance at the school. The Talent Office will provide a talent profile with information about hiring and tenure practices. The reviewer will also use the information provided in the SSEF, the research-based rubric used to evaluate staff, along with the most recent Progress Report, Human Resources data, School Survey, and Quality Review report, to develop a baseline view of the school. Additionally, reviewers have access to ARIS to peruse school data.

The Quality Review Schedule/Connecting with the Reviewer/Selection of classrooms

The Quality Review process creates an opportunity for an ongoing conversation between the principal and the reviewer. The reviewer will contact the principal approximately 5-7 days before the review date to indicate the review time, preliminarily plan the visit and answer any questions. The principal, in collaboration with the reviewer will develop a proposed schedule for the review. (See Appendix B for sample schedules.) Principals should provide the reviewer with a schedule which clearly shows the classes being taught, the room, the start and end time for each class and the subject area. Prior to the school visit, the reviewer chooses all classrooms on the first day and there is a conversation between the reviewer and principal around the selection of classes for day 2 before the reviewer makes the final decision. The reviewer will inform the principal of the classes to be visited on the day of the review. The reviewer and principal will discuss this proposed schedule, and make any necessary amendments during their pre-review communication and the initial meeting on day 1 of the review. The reviewer will also speak with the principal throughout the review process to provide feedback on his or her observations.

First Contact Between Principal and Reviewer (Approximately a 30 minute exchange)

The reviewer has the option of contacting the principal either through email or telephone. See below for a sample email correspondence. The following should be in some way covered during first and follow up contact:

1. Reviewer introduces self, providing the principal with a brief summary of pedagogical/reviewer experience.
2. Reviewer asks a few clarifying questions regarding the content of the school's SSEF; Reviewer can request additional information such as organizational chart and class/prep schedule.
3. Reviewer requests that a copy of the research-based, common framework or rubric that articulates clear expectations for teacher practice is emailed to them if it was not included in the SSEF
4. Reviewer and principal establish site visit schedule (not inclusive of selection of specific classes or students, etc.), and principal commits to emailing reviewer a final version of the schedule and prep schedule.
5. Reviewer answers principal's questions regarding process and protocols, and refers the principal to the Quality Review Principal's Guide.

Dear Principal Z,

I am conducting your Quality Review, which starts on Tuesday, October 18, 2011, and I am very much looking forward to being with you for the 2 days of the Review.

I will arrive between 8:30 and 9:00 am on Tuesday ready for a 9:00 am start, and I will be in the school until 4:00 pm. On Wednesday, I will be in the school from 8:00 am until 3:30 pm.

The feedback on Tuesday will take place at about 2:15 pm, and I will need one hour for preparation before the feedback.

If you would like to develop a schedule in preparation for the review, please forward it to me as soon as possible.

The schedule should include-

- *A meeting with you, for about 2 hours*
- *Two teacher team meetings, with at least one of the two meetings used to look at student work, teacher tasks, and State standards in order to move student outcomes*
- *A meeting with 8 to 10 students for approximately 30 minutes*
- *A meeting with approximately 4 students to review their best work (It will help if you schedule this meeting immediately after the larger students' meeting)*
- *A meeting with 5 to 10 parents, including your PA President and at least one other SLT parent, for 30 to 45 minutes*
- *A brief meeting with the UFT Representative*
- *Opportunities, when possible, to speak for about ten minutes with the individual teachers to be visited (prior to classroom visits)*
- *7-10 Class visits for 20 minutes per visit (Please arrange in three separate sessions)*
- *The remainder of the time will be for further discussions with yourself and others to cover all aspects of the review criteria.*

In addition to the proposed schedule, please email me the research-based, common framework or rubric that articulates clear expectations for teacher practice, an organization chart and prep/class schedule for your site.

I will be telephoning you Thursday afternoon to discuss the review with you and answer any questions that you may have regarding the process. I look forward to working with you.

Reviewer X

FAQ: Pre-visit Work

Question: *Can a Superintendent or SATIF meet with the school leadership before the review?*

Response: The Superintendent or SATIF can meet with the school community as long as the purpose is not QR “preparation” but clarification and/or part of on-going school improvement support. Consequently, these meetings should be scheduled and planned in collaboration with the school’s network team.

Question: *What if the school does not submit its SSEF 10 days before the review?*

Response: The SSEF is an opportunity for the school to frame their work and help the reviewer to understand their strengths. They should make every effort to get the SSEF to the reviewer in a timely fashion.

Question: *What if the reviewer does not contact the principal 5-7 days before the review?*

Response: If the school has not heard from the reviewer 5-7 days before the visit, the QR team should be notified at qualityreview@schools.nyc.gov, cc’ing the network leader. The reviewer will be contacted immediately.

Question: *Will reviewers have access to the school’s ARIS data?*

Response: Reviewers will have access to your school’s data in My Students and Reports. Reviewers will not have access to any of your school’s private communities in Connect, unless you provide them access.

Question: *Will reviewers potentially review schools they have reviewed before?*

Response: In general, the expectation is that each year, superintendents will review as many of their schools as they can.

Question: *Can reviewers take different approaches to the first contact phone call/email with principal?*

Response: As in the past all reviewers should contact the principal 5-7 days before the review. As long as the same essential information is discussed and requested during the first contact communication (see below for expectations and sample), it makes sense that there will be some variability; following first contact, reviewers can continue to connect with the principal through email or phone calls – what works best for them.

Stage 2: School Site Visit **Classroom Visits**

Both the reviewer and principal will visit classroom together to look for evidence of instruction and engagement, student work and assessment for learning. The reviewer will select which classrooms s/he will observe during the classroom visits and should be accompanied by a school leader. During classroom visits, the reviewer will record low inference observations on the Classroom Visitation Tool (see Appendix D).

- The reviewer will visit 7-10 classes spending 20-30 minutes in each classroom. In the case of schools with 1500 students or more, the reviewer will visit a range of 12-15 classes
- The reviewer and the principal may schedule opportunities for conversation between classroom teachers and reviewer prior to the actual classroom visit. This exchange can provide context for the visit and allow teachers to articulate what the reviewer should expect to see
- The reviewer may talk to students relating to the work

- The reviewer will provide the school leader feedback about his/her low inference observations
- The reviewer and school leader will engage in a debriefing conversation around each classroom visit
- The reviewer will look for evidence of themes/skill sets being taught and the instructional focus. For example, if the school is working on writing across the curriculum, the reviewer will look for evidence of the writing
- Reviewers will use a classroom visitation tool that focuses on instruction, student engagement, student work and the use of data to inform instruction.

FAQ: Classroom Visits

Question: *Is there flexibility in the number of classroom visits?*

Response: The reviewer and principal should schedule 7-10 classroom visits. If, during the review, there is reason to visit 1-3 more classes for the purpose of collecting evidence, and both the principal and reviewer agree, this can be negotiated.

Question: *How are classes selected?*

Response: Reviewers will select a range of classes (perhaps up to 20) to be visited based on school goals and data analyzed before the review (in the SSEF, the CEP demographics, student outcome data available in ARIS and the Data Set, etc). Prior to the school visit, the reviewer chooses all classrooms on the first day and there is a conversation between the reviewer and principal around the selection of classes for day 2 before the reviewer makes the final decision. The reviewer will inform the principal of the classes to be visited on the day of the review. Generally the final selection of classes should include a variety of subjects, a range of grades and multiple categories, i.e. general education, ESL, special education, etc. Additionally, the reviewer will work to ensure that a range of teacher experience is observed (that is, a diversity of novice and experienced teachers).

Review of curriculum plans, data, and other school documentation

- The reviewer may ask to see curriculum plans for the year for the different subject areas or grades. Provide the reviewer with curriculum plans or other activities that are unique to the school as evidence of a common instructional focus
- The reviewer is looking for evidence of planning across the entire school and that the mission and vision of the school is in the center of the planning
- The reviewer is looking for evidence of collaboration between classes, across subject areas and/or interdisciplinary work between subject areas. For example, many schools integrate the arts into literacy or social studies
- The reviewer is looking for evidence that there is a connection between what happens in a school from one grade to another.
- The reviewer is looking for evidence of integrating the Common Core Learning Standards into the school's curricula and learning tasks

- The reviewer is looking for evidence of a common researched-based classroom observation tool to measure teacher effectiveness.

Schedule of Meetings

The reviewer will be meeting with parents, teacher teams, students and the UFT Representative in large and small group settings. (See Appendix C) During these meetings, the reviewer listens for evidence that various stakeholders embody the mission of the school. The principal will work cooperatively with the reviewer to arrange the following meetings as part of the Quality Review visit schedule.

Meeting with Parents

- The principal will select 8-10 parents that represent the school's diverse population and grade levels to participate in a discussion with the reviewer.
- The principal should facilitate the inclusion of the PTA or PA president and one additional SLT parent member as participants in this group.

FAQ: Parent Meeting

Question: *Can the parent coordinator participate in the Parent Meeting?*

Response: The parent coordinator (PC) should not expect to participate in the Parent Meeting. If the PC is needed for translation or the parents request the presence of the PC, the PC can join the meeting as support; the focus of the dialogue will remain between reviewer and parents.

Meeting with Teachers

- Two teacher inquiry teams will meet with the reviewer. One of the meetings should involve a team reviewing teacher work and related student work.
- The reviewer, in collaboration with the principal, will select the teacher teams that will engage in a dialogue around the **impact** of collaborative inquiry on practice, sharing of evidence and implications for student learning
- Teachers should be able to discuss how they use data to adjust instructional practices and strategies, plan for meeting students' needs, and how they maintain records on student progress

FAQ: Teacher Team Meetings

Question: *How do teacher teams meetings work? What if teacher teams are not meeting normally during the review?*

Response: The focus of the two teacher team meetings is: *the work of teachers engaged in collaborative inquiry and instructional coherence*. The reviewer in discussion with the principal selects the teacher teams. The teacher teams should represent specific expertise and/or strategic

areas of work for the school: e.g., discipline/subject areas developing curricula, grade levels relevant to goals, intervention team.

Contingent upon the school's in-house calendar the reviewer will opt for one of the following choices in order to minimally disrupt student learning:

- a. In the case that teacher teams are typically meeting during the site visit, the reviewer will observe each teacher team engage in a collaborative inquiry process and ask questions as needed. Time can be allotted at the end of this meeting for questions and responses as well.
- b. In the case that teacher team meetings are not slated to occur, as per the school's internal calendar, the reviewer and principal can schedule a large group teacher meeting, or two smaller teacher group meetings, or one of each (there are 2 hours total suggested to meet with teachers). The purpose will remain capturing evidence regarding the effectiveness of teacher teams engaged in collaborative inquiry at the site

Meetings with Students

The Large Student Group Meeting

- The reviewer will select 50% of the students (4 – 5 students) for the large group and meet with a total group of 8 – 10 students.

The Student Work Meeting

- The reviewer will select 2-4 students to have a short discussion with them about their portfolios, notebooks or other student work. Students will be asked to talk about specific pieces of work, teacher feedback, how rubrics are used, how goals are used, and how they know what their next learning steps are in their classes.

FAQ: Student Meetings

Question: How are students selected for the small group work meeting? What's the focus?

Response: The group of approximately 4 students will be selected by the reviewer, based on the data provided for the review and in ARIS, and in discussion with the principal. The finalized selection can occur during day 1 of the site visit and should represent a strategic range of learners. Students who are frequently absent, or those who have significant developmental delays such that communication is difficult, can certainly be invited but should be considered additional students for the group.

Meeting with the UFT Representative

The reviewer will hold a brief meeting (about 15 minutes) with the UFT Representative (if they were not present in one of the Teacher Team meetings) to share as evidence for the record about the quality of the systems and coherence of the school. The reviewer does not have a special set of questions for the union representative.

Feedback Meetings

End of Day 1: Debrief Protocol (30-45min)

The reviewer, principal, and 2-3 key cabinet/leadership members can be present at this meeting. It can remain between reviewer and principal at the discretion of the principal. It is helpful if this group is defined by the principal and communicated to the reviewer prior to the start of the review. No matter the number of participants, the dialogue is meant to be primarily between the principal and the reviewer.

Reviewer begins by providing a brief summary of the 4-step protocol used for this debrief. (~5min)

Step 1: Reviewer shares with school leadership what she/he heard and saw during the day: the specific low-inference data statements of both strengths and areas for improvement.

Today I saw/heard... (~7-10min)

Step 2: School leadership asks clarifying questions and/or responds by confirming data statements and/or offering additional data/information. Note: The reviewer may need to ask the school leadership to remain “low on the ladder of inference”, which means keeping the discussion and comments based on evidence as much as possible before making interpretations of what was seen and heard during the day. (~7-10min)

Step 3: Reviewer responds with an evaluative synthesis, based on low-inference statements and the school leadership’s responses and comments. The synthesis leads to a description of areas in which more evidence is needed. Note: While Quality Statements can be referred to here, no preliminary judgment will be offered overall as there may not be enough evidence from one day. However, an implicit evaluation of the school’s development may be embedded in the request for more data needed in certain areas of the review (e.g., *“I need to see more evidence of consistency of teacher team use of data to set goals.”*) (~7-10min)

Step 4: Reviewer and school leadership discuss the evaluative synthesis to prepare for day 2 of the site visit and revise schedule as needed, e.g. School leadership to select classes that showcase specific reviewer requests. (~7-10min)

End of Day 2: Final Feedback/Protocol Meeting (45min)

The reviewer, principal, network leader (or other network team representative), and 2-3 other key cabinet/leadership members can be present at this meeting. The meeting can remain between just the reviewer, principal, and network leader at the discretion of the principal. Note: If the reviewer and/or principal suspect the final feedback meeting will be a difficult conversation, it is suggested that the reviewer, principal, and network leader gather briefly before the final feedback meeting to discuss keeping the meeting between just the three of them.

The reviewer, as facilitator of this meeting, begins the session by thanking the community and leadership and gaining agreement on the norms for this exchange: (~5min)

- Respectful dialogue
- Focus on evidence and avoid assumptions
- Build collaborative understanding
- Avoid aggressive or defensive language

Then the reviewer describes the feedback protocol. Please note that there will be no written script to read aloud. (~5min)

Step 1: Reviewer reads the bullets listed on the Summary Feedback Sheet along with brief snippets of evidence to support the strengths and areas for improvement being referenced and provides the QR overall score (not scores for individual Quality Statements or indicators). (~10min)

Step 2: Principal responds to the bullets and overall score. The principal may invite the network leader to respond. (~10min)

Step 3: Reviewer invites network leader (or representative) and other participants to offer evidence they believe not taken into consideration in the provisional score; the reviewer states that (a) the expectation is that the current evaluation will stand, and (b) all feedback will be documented in the record book for quality assurance purposes. (~10min)

Step 4: Reviewer ends this portion of the meeting, potentially with commentary regarding school and network feedback, and then departs. (~5min)

Step 5: Principal, network leader and other school community members can discuss messaging and next steps for the extended school community. The principal may ask the reviewer to stay and be a part of this discussion.

Stage 3: The Quality Review Report

The **Quality Review Report** includes:

- **Part 1: The School Context** – information about the school and the overall evaluation
- **Part 2: Overview** - what the school does well, and what the school needs to improve. The reviewer will include specific evidence for findings along with evidence of impact.
- **Part 3: School Quality Criteria**- scores for each sub-indicator and the overall score

The final report will include information about the school, a final rating, and bullets that articulate “What the school does well” and “What the school needs to improve.” For each of the highlighted areas the reviewer will include evidence of, or lack of evidence of the practice. The final section includes the overall rating and a completed rubric for each quality indicator.

The Quality Review Report will be e-mailed to the principal as a PDF file approximately eight (8) weeks after the last day of the school’s Quality Review. The principal has a maximum of five (5) working days to reply to the Quality Review office either to confirm that their report is accurate or to make any factual corrections or submit an appeal request. Once the five (5) working days have passed, the Quality Review report will be uploaded to the school’s web page on the NYCDOE website.

Quality Review Scoring Guidelines

Reviewers evaluate the key aspects of the school's work using criteria linked to how well the school aligns with the five areas of the Quality Review Criteria Rubric. (See Appendix E) Each school receives an overall Quality Score along with individual scores for each of the 20 quality indicators.

Quality Reviews are scored using a numeric system earning points for each indicator that sum up to a final score.

Indicator Scores

Each of the twenty individual Quality Review indicators will receive a score of Well Developed (WD), Proficient (P), Developing (D), or Underdeveloped (UD). Each of these scores corresponds to the following point values:

Well Developed	= 4 points
Proficient	= 3 points
Developing	= 2 points
Underdeveloped	= 1 point

Overall Scores

The overall score is calculated by summing the twenty indicator scores. Additionally, the following five indicators have double the weight in the overall score (i.e., a WD for 1.1 = 8 points; a P for 1.1 = 6 points):

- 1.1 Design engaging, rigorous and coherent curricula, including the Arts, for a variety of learners and aligned to key State standards*
- 1.2 Develop teacher pedagogy from a coherent set of beliefs about how students learn best, and ensure that it is: aligned to the curriculum, engaging, and differentiated to enable all students to produce meaningful work products*
- 1.3 Make strategic organizational decisions to support the school's instructional goals and meet student learning needs evidenced by meaningful student work products*
- 2.2 Align assessments to curriculum, use on-going assessment practices, and analyze information on student learning outcomes to adjust instructional decisions at the team and classroom level*
- 4.1 Use the observation of classroom teaching and the analysis of learning outcomes to elevate school-wide instructional practices and implement strategies that promote professional growth and reflection, with a special focus on new teachers*

The final numeric score will determine the school's overall score using the following ranges:

Overall Score	Score Range
Well Developed (WD)	92 – 100
Proficient (P)	72 – 91
Developing (D)	47 – 71
Underdeveloped (UD)	25 – 46

More information around the scoring guidelines can be found in Appendix F.

Assuring Consistency

Reviewers' Roles and Responsibilities:

- to listen, observe, obtain an understanding of the school,
- to provide the school with useful feedback and,
- to provide observations in relation to the Quality Review criteria in their report

Reviewers receive:

- rigorous training,
- continuous professional development, and
- on-going support.

Reviewers will utilize:

- the Quality Review Classroom Visitation Tool to provide consistency in the low-inference data gathering
- the Quality Review Criteria Rubric which provides clear and consistent language on the characteristics of each criteria score.

FAQ: Post-Review

Question: *Can reviewers contact the school after the visit?*

Response: Yes, for clarifying questions.

Question: *How will the Quality Review factor into the Principal Performance Review?*

Response: The Principal Performance Review will incorporate the school's most recent Quality Review score. The Quality Review counts for 22% of the total PPR evaluation.

Stage 4: Verification and Appeals Process

Procedures for Report Verification Review

We anticipate that the majority of the Quality Reviews will be conducted smoothly. Principals are encouraged to raise any concerns with the reviewers so that they may be resolved as quickly as possible while the review is taking place. We urge principals to read the reports carefully. Appeals will be investigated thoroughly and resolved in an equitable manner. Upon receiving the School Draft Quality Review Report, the principal is asked to read the report to check for any inaccuracies before the document is made public. This verification process is separate from the appeal process.

Report Verification Review

Upon receiving the School Draft Quality Review Report, the principal should carefully read the report and check for any inaccuracies or items that may need editing regarding the factual information provided about the school. Some examples of these types of editing inaccuracies may include incorrect names of programs, factual and/or statistical school data, and/or language usage. The principal has until 5:00PM on the fifth (5th) working day after the report was sent to submit any requests for changes or modifications using the Quality Review: Report Verification Form. (Appendix G) Since the report will be made public after the fifth (5th) working day, this deadline to make any corrections to any inaccuracies detected is non-negotiable. Follow the instructions listed below when verifying any inaccurate information in order to ensure an expedient and thorough response is provided from the Quality Review Team:

- Provide the page, paragraph and text in need of correction
- Provide any factual information required to amend the error
- Email this document to: qualityreview@schools.nyc.gov

An example of a verification form is provided below.

***Quality Review: Report Verification Form
2011 – 2012***

<i>School Name:</i> Sample School	<i>DBN:</i> 01M111
<i>Principal:</i> A. Principal	<i>Date of Review:</i> February 7, 2011

<i>Page, Paragraph</i>	<i>Text in need of correction</i>	<i>Factual information required to amend the inaccuracy</i>
page 2, 1 st paragraph	Boys account for 46% of the students enrolled and girls account for 54%. The average attendance rate for the school year 2009 - 2010 was 79.9%.	Boys account for 42% and girls are 58% Our 2009-10 attendance was 84.7%
page 4, 6 th paragraph	The school purposefully partners with Trinity Hospital to provide the school with a full time in house counselor that works with the social-emotional needs of staff, students and families.	The counselor is a pediatric psychiatrist that works with students and families on a part-time basis.

Note:

Verification of data presented in the Quality Review Report does not include appealing the ratings within the report. Information regarding appeals is provided in the Procedures for Appeals section.

The report will be amended within ten (10) working days. The final report will be sent via e-mail to the principal.

Procedures for Appeal

If the principal wishes to contend any part of the Quality Review Report, he/she must submit a completed Appeals Request Form (Appendix H) by 5:00PM on the fifth (5th) working day of receiving a copy of the School Draft Quality Review Report to: qualityreview@schools.nyc.gov. This deadline is non-negotiable; late appeal requests will not be considered.

Note: It is not possible to appeal an overall score outright as it is a product of the twenty (20) indicator scores. Specific indicators must be appealed. For example: school X cannot appeal their overall proficient rating however they can appeal the developing rating they received for indicator 5.1 by providing rubric aligned evidence and proof of impact.

Please follow the directions below to ensure an expedient and thorough response from the Quality Review Team.

- The request for an appeal must come from the principal.
- Complete the Appeals Request Form (Appendix H) by 5:00PM on the fifth (5th) working day from your receipt of the Quality Review School Draft Report.

- Be sure to cite the specific indicator(s) being refuted in column A.
- Include the current rating found in the Quality Review School Draft Report and the proposed rating change in column B.
- Provide the evidence that supports a change in the rating for the indicator(s) being refuted in column C that appropriately aligns references to the 2011-2012 Quality Review Criteria Rubric. The evidence being used to refute the rating must address at least 2 of the 3 sub-indicators. For example, if a school is appealing the **developing** rating for 2.1, the school must provide evidence that supports the proposed rating change (to **proficient**) by addressing two of the three proficient sub-indicators for 2.1 (2.1a, 2.1b, 2.1c in the proficient section).
- Provide the evidence of impact in column D for the sub-indicators referenced in column C. The evidence of impact should address how the actions taken by the school influenced the school community (student outcomes, professional growth, etc.).
- An email acknowledging receipt of the appeals request will be sent to the principal within two (2) working days.
- The Quality Review team will conduct a full investigation, contacting the lead reviewer, and evaluate all relevant documents (in particular the Record Book).
- If the investigation requires a Director to make a visit to the school in order to observe additional data/facts, the principal will be contacted by the Quality Review team to set up an appointment.
- Upon completion of the investigation, a written response will be sent to the principal along with the final Quality Review Report within 25 working days (longer if the QR team determines a school visit is necessary).
- The network leader will be copied on this final correspondence to the principal.

Note: If the principal believes the process of the Quality Review led to an inaccurate evaluation, principals need to appeal their concern by providing rubric-aligned, site-specific evidence along with student outcomes/impact of practice on the Appeals Request form.

Appendix A: School Self Evaluation Form (SSEF)



Quality Review: School Self-Evaluation Form Division of Academics, Performance, and Support 2011-2012

Name of principal:

Name/number of school:

School address:

School telephone number:

Principal's direct phone
number:

Principal's e-mail:

Number of years as
principal of this school

Dear Principal:

The School Self-Evaluation Form (SSEF) is designed to focus on how your school systematically organizes around improving student achievement and teacher practice, with specific regard to the five quality statements described in the Quality Review rubric. It serves as an essential artifact of evidence for the reviewer, offering insights into how you and your school community approach the ongoing study and development of organizational and instructional coherence. The SSEF also allows you to capture some of the successes in your work as well as surface some of the challenges you collectively face.

The SSEF should be completed ten (10) days prior to the Quality Review and emailed, with a copy of the research-based common framework or rubric that is utilized to measure teacher effectiveness at your school, to the Quality Review Team at qualityreview@schools.nyc.gov. If you have questions about this process, you can reach out to a member of the Quality Review team using the email address provided. The Principal's Guide has been developed to support you during the review process and can be found on the Quality Review website.

Guidance on completing the form:

- Use evaluative language; ***focus the response on how these practices impact student outcomes and improve teacher practice;***
- Include specific references to where evidence of the self-evaluation can be found;
- **When possible, use bullet points to list multiple evaluative points;**
- Limit the response to 4-5 pages (excluding this cover page);
- Refer to the Quality Statements when possible.

A highly effective SSEF will:

- Draw on a wide evidence base and take the views of staff, students and parents into account;

- Be honest, reflective and analytical, explaining the basis for actions and the resulting outcomes;
- Be evaluative, using selective examples to support the summary and link cause and effect clearly;
- Explain succinctly how the school has tackled the areas for improvement, what impact these actions have had on teaching, learning and student progress;
- Provide a real picture of your school that allows the reviewer to see evidence and artifacts of the work you have been doing in creating an effective and coherent educational experience for your students and faculty.

I. Development of the School Self-Evaluation Form

Briefly describe how this SSEF was created.

- What process did you use to collect multiple perspectives?
- Who was involved and what were their roles?

II. Instructional Goals

Describe your school's instructional goals and then respond to the following prompts:

- How do they relate to your previous year's goals and longer-term goals (past this year)?
- In what ways, if any, do they relate to previous Quality Review Areas of Improvement?
- How are your goals connected to the instructional expectations that the central DOE has laid out this year?

NOTE: If your school has a restructuring or transformation plan, please give a one paragraph description of the plan and explain the alignment with your overall instructional goals.

III. Areas of Celebration and Promising Practices

Describe 1-3 school practices, initiatives or projects which are exemplary in evidencing organizational and/or instructional coherence. Feel free to reference any of the goals above without repeating the descriptions. If there are specific terms or definitions of practices that your staff uses in regard to curriculum, pedagogy, assessment, and/or teacher teams, include them here.

IV. Relating Practice to the Quality Review Rubric

Select one of the three practices described above and go deeper:

- What are the intended outcomes of this practice, initiative, or project?
- How do you know this initiative is on target to achieve the stated outcomes within this school year and beyond?
- Making specific links and references to Quality Statement indicators in the rubric (e.g., 3.2), describe how the reviewer will know this initiative is having an impact.

V. Classroom Visits

Describe (and attach) the research-based framework that your school community uses and how it is used to assess and support teacher practice and student achievement.

- Share your school's definition of rigor and what evidence, in terms of curricular, pedagogical and or assessment practices, connected to this definition you expect to see across classrooms.
- In what ways do these classroom practices and/or routines align with your school community's beliefs about how students learn best?

VI. Data-informed Decision Making and Capacity Building

In reviewing your accountability tools, other information sources, and action planning documents (Progress Reports, past Quality Reviews, LES, CEP, PPR, classroom observations, school-based surveys etc.), describe how you have used data to develop a coherent approach to the professional development of your faculty and administrative team so that all students are achieving at high levels. Two prompts to consider:

- How have you used this data to inform, improve, and/or expand the collaborative inquiry work of teacher teams across your school?
- Taking into consideration the Common Core Learning Standards what systems and/or structures have you put in place to monitor and adjust your plans to increase student understanding and performance?
- How does your professional development plan support this work?

VII. Optional

If there is anything else you want to add to help the reviewer better understand your school use the space below. If space allows, some schools may want to add something about how the inquiry teams function within their schools.

--

VIII. District 75 Site Description

- D75 Principal, please complete the form below.

Site Locations	Site Contact	Service Categories	Formative Assessments	Summative Assessment	Year of Site Visit	Instructional Programs Specific to Site
Main Site						
Annex 1						
Annex 2						
Annex 3						
Annex 4						
Annex 5						

Appendix B: Sample School Review Schedule

SAMPLE School Review Schedule

Each review is comprised of the following meetings, observations and other activities. The sample schedules below are indicative of one possible way to prepare for the site visit. Prior to the visit, the principal and the reviewer, through phone and email correspondence, will agree on the exact details of the review visit.

SAMPLE School Review Schedule for Sites with 1499 Students or Less

<u>Meetings</u>	<u>Observations</u>	<u>Other</u>
<ul style="list-style-type: none"> • Meet with principal • Meet with teacher teams (2) (<i>with one specifically focused on looking at alignment of student work</i>) • Meet with students: large group • Meet with students: work group • Meet with parents • Meet with UFT Chapter Leader (briefly) 	<ul style="list-style-type: none"> • Class visits (7-10 classrooms) • Site Tour (<i>optional</i>) • Review curriculum plans • Observe end of school (<i>optional</i>) • Observe any after school activities (<i>optional</i>) 	<ul style="list-style-type: none"> • Principal Debrief (end of Day 1) • Feedback Presentation (end of the review) • Additional evidence gathering • Collection of additional data

Quality Review - <u>SAMPLE</u> 2-day Schedule			
Day 1		Day 2	
Time	Activity	Time	Activity
7:30 – 8:00	Site Tour with Principal (<i>optional</i>)	8:00 - 8:30	Follow-up Meeting with Principal
8:00 -10:00	Meeting with Principal	8:30 - 9:00	Meeting with Parents
10:00 – 12:30	Classroom Visits (5)	9:00 – 11:00	Classroom Visits (4)
12:30– 1:00	Flexible Time	11:00 – 11:30	Student Work Meeting: Small Group
1:00 – 2:00	Teacher Team Meeting	11:30 – 12:30	Teacher Team Meeting
2:00 – 2:30	Student Group (large)	12:30 – 1:30	Final Meeting with Principal
2:30 – 2:45	Meet with UFT representative	1:30 – 2:30	Reviewer Reflection
2:45 – 3:30	Principal Debrief	2:30 – 3:30	Feedback Forum

SAMPLE School Review Schedule for Sites with 1500 students or more

<u>Meetings</u>	<u>Observations</u>	<u>Other</u>
<ul style="list-style-type: none"> • Meet with principal • Meet with teacher teams (2) (<i>with one specifically focused on looking at alignment of student work</i>) • Meet with students: large group • Meet with students: work group • Meet with parents • Meet with UFT Chapter Leader (briefly) 	<ul style="list-style-type: none"> • Class visits (12-15 classrooms) • Site Tour (<i>optional</i>) • Review curriculum plans • Observe end of school (<i>optional</i>) • Observe any after school activities (<i>optional</i>) 	<ul style="list-style-type: none"> • Principal Debrief (end of Day 1) • Feedback Presentation (end of the review) • Additional evidence gathering • Collection of additional data

Quality Review – SAMPLE 2.5 Day Schedule					
Day 1		Day 2		Day 3	
Time	Activity	Time	Activity	Time	Activity
7:30 – 8:00	Site Tour with Principal	8:00 – 8:30	Follow-up Meeting with Principal	8:00 – 9:00	Follow-up Meeting with Principal
8:00 – 10:00	Meeting with Principal	8:30 – 9:00	Meeting with Parents	9:00 -10:00	Classroom Visits (2)
10:00 – 1:00	Classroom Visits (6)	9:00 -10:30	Classroom Visits (3)	10:00- 10:30	Flexible Time
1:00 – 2:00	Teacher Team Meeting	10:30-11:30	Student Group (small)	10:30-11:30	Reviewer Reflection
2:00 – 3:00	Student Group (large)	11:30-12:30	Teacher Team Meeting	11:30-12:30	Feedback Forum
3:00 – 3:30	Flexible Time	12:30 – 2:30	Classroom Visits (4)		
3:30 – 4:00	Principal Debrief	2:00 – 2:15	Meet with UFT Representative		
		2:15 – 3:00	Principal Debrief		

SAMPLE School Review Schedule for D75 Sites

D75 schools tend to have multiple sites so traveling is required. Reviewers can begin each day of the review at an alternate site.

<u>Meetings</u>	<u>Observations</u>	<u>Other</u>
<ul style="list-style-type: none"> • Meet with principal • Meet with teacher teams (2) <i>(with one specifically focused on looking at alignment of student work)</i> • Meet with students: large group • Meet with students: work group • Meet with parents • Meet with UFT Chapter Leader (briefly) 	<ul style="list-style-type: none"> • Class visits (12-15 classrooms) • Site Tour <i>(optional)</i> • Review curriculum plans • Observe end of school <i>(optional)</i> • Observe any after school activities <i>(optional)</i> 	<ul style="list-style-type: none"> • Principal Debrief (end of Day 1) • Feedback Presentation (end of the review) • Additional evidence gathering • Collection of additional data

Quality Review – <i>SAMPLE 2.5 Day D75 Schedule</i>					
<i>Day 1 *at main site</i>		<i>Day 2 *at alternate sites</i>		<i>Day 3 *at main site</i>	
Time	Activity	Time	Activity	Time	Activity
8:00-10:00	IEP Review	8:00 – 8:30	Meeting with Principal	8:00 – 8:30	Follow-up Meeting with Principal
10:00-12:00	Meeting with principal	8:30 – 9:00	Meeting with Parents	8:30 – 9:15	Small Student Group
12:00-1:30	Classroom Visits (3)	9:00 – 11:00	Classroom Visits (4)	9:15 – 10:30	Classroom Visits (3)
1:30 - 2:30	Teacher Team Meeting	11:00-12:00	Teacher Team Meeting	10:30-11:00	Flexible Time
2:30 - 2:45	Meeting with UFT	12:00 – 2:00	Classroom Visits (4)	11:00-12:00	Reviewer Reflection
2:45 - 3:30	Meeting with Principal	2:00 – 3:00	Large Student Group	12:00 – 1:00	Feedback Forum
		3:00 – 3:30	Principal Debrief		

Appendix C: Reviewer School Meetings

Meeting	Participants selected by	Focus/Evidence	Principal participates in meeting	Duration	Participants
Teacher Teams	Reviewer	The reviewer is looking and listening for evidence to determine teacher understanding, ownership of collaborative inquiry work, teacher leadership opportunities, triangulation of information from other venues, and coherence of instruction, pedagogy, and assessment.	No	Two (2) 45-60 minute periods	Regular number of teachers in teams
Large group of 8 – 10 students	Reviewer and Principal	The reviewer is listening for evidence to determine if students embody the mission and vision of the school.	No	30 -45 minutes	8-10 students from a variety of classes
Student Work meeting with 2-4 students	Reviewer	The reviewer is listening and looking for student understanding and ownership of their learning needs and their samples of best work samples.	No	30-45 minutes	2-4 students
Parent Meeting	Principal	The reviewer is listening for evidence to determine if parents embody the mission and vision of the school.	No	30 minutes	6-8 parents who represent the school
Principal's Meeting	Principal	The reviewer is looking and listening for the principal's clear understanding and explanation of organizational and instructional coherence as they translate into academic achievement for all students.	Yes	as per schedule	The principal and one or two key members of the cabinet
Day 1 Debrief (end of day 1)	Principal	The reviewer has a conversation with the principal about: 1 – what has been observed 2 – what s/he needs to observe in day 2 3 – preliminary findings	Yes	30 minutes	The principal and one or two key members of the cabinet
Agenda Setting (beginning of day 2)	Reviewer	The reviewer and the principal clarify the day 2 schedule	Yes	as per schedule	The principal
Feedback Meeting (end of day 2)	Principal	The reviewer will share the findings and record feedback from the school.	Yes	60 minutes	The principal, one or two key cabinet members and a network representative

Appendix D: Classroom Visitation Tool

Classroom Visitation Tool														
Grade (Circle)	P-K	K	1	2	3	4	5	6	7	8	9	10	11	12
Subject, time/period, # students														
Type of class	() Gen Ed. () Spec. Ed. () CTT () ELL/ESL () Other:													
Teaching Experience	This is the teacher's _____ year of teaching.													
Lesson portion viewed (Circle)	Beginning				Middle				End					
ANECDOTAL EVIDENCE : LOW-INFERENCE OBSERVATIONS														
What is the teacher doing?								What are the students doing?						
Consider Priority Competencies from Danielson's Framework for Teaching														
Designing Coherent Instruction:	Establishing a Culture for Learning:	Managing Student Behavior:	Using Questioning/ Discussion Techniques:	Engaging Students in Learning:	Using Assessment in Instruction:									
Learning Activities Materials Resources Groups Lesson/Unit Structure	Importance of content Expectations for learning/ achievement Student pride in work	Expectations Monitoring behavior Response to behavior	Quality of Questions Discussion techniques Student participation	Activities Assignments Groupings Materials Resources Structure Pacing	Assessment Criteria Monitoring learning Feedback to students Student assessment of progress									

Summary Notes and Questions:

Notes from debrief with administrator:

Highlights and Promising Practices observed (Including the arts and technology)

Relevant Rubric Sub-criteria: _____

Appendix E: Quality Review Criteria

Part 3: School Quality Criteria 2011-2012

School name:	UD	D	P	WD
Overall QR Score				
Quality Statement 1 – Instructional and Organizational Coherence: The school has a coherent strategy to support student learning that aligns curriculum, instruction and organizational decisions.				
<i>To what extent does the school regularly...</i>	UD	D	P	WD
1.1 Design engaging, rigorous and coherent curricula, including the Arts, for a variety of learners and aligned to key State standards?				
1.2 Develop teacher pedagogy from a coherent set of beliefs about how students learn best, and ensure that it is: aligned to the curriculum, engaging, and differentiated to enable all students to produce meaningful work products?				
1.3 Make strategic organizational decisions to support the school's instructional goals and meet student learning needs as evidenced by meaningful student work products?				
1.4 Maintain a culture of mutual trust and positive attitudes toward learning that support the academic and personal growth of students and adults?				
Quality Statement 2 – Gather and Analyze Data: School leaders and faculty consistently gather, analyze and share information on student learning outcomes to understand school and student progress over time.				
<i>To what extent does the school ...</i>	UD	D	P	WD
2.1 Gather and analyze information on student learning outcomes to identify trends, strengths, and areas of need at the school level?				
2.2 Align assessments to curriculum, use on-going assessment practices and analyze information on student learning outcomes to adjust instructional decisions at the team and classroom level?				
2.3 Use grading policies and tools to enable school leaders and teachers to organize, aggregate, and analyze student performance trends to inform instruction and curriculum?				
2.4 Engage families in school decision-making, activities and an open exchange of information regarding students progress toward school and class expectations?				
Quality Statement 3 – Plan and Set Goals: School leaders and faculty consistently engage the school community and use data to set and track suitably high goals for accelerating student learning.				
<i>To what extent does the school ...</i>	UD	D	P	WD
3.1 Establish a coherent vision of future development that is reflected in a short list of focused, data-based goals that are understood and supported by the entire school community?				
3.2 Use collaborative and data informed processes to set measurable and differentiated learning goals for student subgroups, and students in need of additional support?				
3.3 Ensure the achievement of learning goals by tracking progress at the school, teacher team and classroom level?				
3.4 Communicate high expectations to staff, students and families, and support students and families to achieve them?				

Quality Statement 4 – Align Capacity Building: The school aligns its leadership development and structured professional collaboration around meeting the school’s goals and student learning and emotional needs.							
To what extent does the school...	UD	D	P	WD			
4.1 Use the observation of classroom teaching and the analysis of learning outcomes to elevate school-wide instructional practices and implement strategies that promote professional growth and reflection, with a special focus on new teachers?							
4.2 Engage in structured professional collaborations on teams using an inquiry approach that promotes shared leadership and focuses on improved student learning?							
4.3 Provide professional development that promotes independent and shared reflection, opportunities for leadership growth, and enables teachers to continuously evaluate and revise their classroom practices to improve learning outcomes?							
4.4 Integrate child/youth development, guidance/advisement support services and partnerships with families and outside organizations with the school-wide goals to accelerate the academic and personal growth of students?							
Quality Statement 5 – Monitor and Revise: The school has structures for monitoring and evaluating progress throughout the year and for flexibly adapting plans and practices to meet its goals for accelerating learning.							
To what extent does the school...	UD	D	P	WD			
5.1 Evaluate the quality of curricular, instructional and organizational decisions, making adjustments as needed to increase the coherence of policies and practices across the school, with particular attention to the CCLS?							
5.2 Evaluate systems for assessing students, organizing data, and sharing information with student and families, making adjustments as needed to increase the coherence of policies and practices across the school?							
5.3 Establish and sustain a transparent, collaborative system for measuring progress towards interim and long term goals and making adjustments during the year and over time?							
5.4 Use data to regularly evaluate the effectiveness of structured professional collaboration, capacity building and leadership development strategies?							
Quality Review Scoring Key							
UD	Underdeveloped	D	Developing	P	Proficient	WD	Well Developed

Appendix F: Quality Review Scoring Guidelines

Quality Reviews will be scored using a numeric system earning points for each indicator that sum up to a final score.

Indicator Scores

Each of the twenty individual Quality Review indicators will receive a score of Well Developed (WD), Proficient (P), Developing (D), or Underdeveloped (UD). Each of these scores corresponds to the following point values:

Well Developed	= 4 points
Proficient	= 3 points
Developing	= 2 points
Underdeveloped	= 1 point

Overall Scores

The overall score is calculated by summing the twenty indicator scores. Additionally, the following five indicators have double the weight in the overall score (i.e., a WD for 1.1 = 8 points; a P for 1.1 = 6 points):

- 1.1 *Design engaging, rigorous and coherent curricula, including the Arts, for a variety of learners and aligned to key State standards*
- 1.2 *Develop teacher pedagogy from a coherent set of beliefs about how students learn best, and ensure that it is: aligned to the curriculum, engaging, and differentiated to enable all students to produce meaningful work products*
- 1.3 *Make strategic organizational decisions to support the school's instructional goals and meet student learning needs*
- 2.2 *Align assessments to curriculum, use on-going assessment practices, and analyze information on student learning outcomes to adjust instructional decisions at the team and classroom level*
- 4.1 *Use the observation of classroom teaching and the analysis of learning outcomes to elevate school-wide instructional practices and implement strategies that promote professional growth and reflection, with a special focus on new teacher*

The final numeric score will determine the school's overall score using the following ranges:

Overall Score	Score Range
Well Developed	92 – 100
Proficient	72 – 91
Developing	47 – 71
Underdeveloped	25 – 46

Example

Let's say a school earned the following scores for each indicator:

	.1	.2	.3	.4
QS 1	D	D	P	P
QS 2	P	D	P	P
QS 3	P	D	D	P
QS 4	D	D	P	P
QS 5	D	D	D	D

Using the point system above, each of these scores corresponds with the following points:

	.1	.2	.3	.4
QS 1	4	4	6	3
QS 2	3	4	3	3
QS 3	3	2	2	3
QS 4	4	2	3	3
QS 5	2	2	2	2

To calculate the final score, reviewers sum the points for each indicator and double the value of indicators 1.1, 1.2, 1.3, 2.2, and 4.1 (green color). For example, indicator 1.1 is a D. Because 1.1 is a weighted indicator, this earns 4 points rather than 2.

This school has a total score of a **60** which is **Developing**.

An excel file "Quality Review Score Calculator" has been created to aid score tallying; it is available for download on the Quality Review page of the DOE website.

Appendix G: Verification Form

Quality Review: Report Verification Form 2011 – 2012

School Name:	DBN:
Principal:	Date of Review:

<i>Page, Paragraph</i>	<i>Text in need of correction</i>	<i>Factual information required to amend the inaccuracy</i>

Appendix H: Appeal Form

Quality Review: Appeals Request Form 2011 – 2012

School Name:	DBN:
Principal:	Date of Review:
Reviewer:	Date of Appeal:

Column A	Column B	Column C	Column D
Indicator(s)	List the current rating of the referenced indicator and the proposed new rating sought	State the practice that supports a change in the rating of the indicator <i>*You must provide evidence for at least 2 of the 3 sub-indicators</i>	Provide the impact of the practice on student learning and/or professional practice <i>*You must provide evidence of impact for the sub-indicators referenced in the evidence section</i>
_____	Current rating: _____	a.	a.
	Proposed rating change: _____	b.	b.
		c.	c.

_____	Current rating: _____	a.	a.
		b.	b.

	Proposed rating change: _____	c.	c.
--	----------------------------------	----	----

_____	Current rating: _____ Proposed rating change: _____	a.	a.
		b.	b.
		c.	c.

_____	Current rating: _____ Proposed rating change: _____	a.	a.
		b.	b.
		c.	c.